

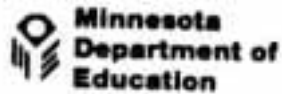
MINNESOTA DEPARTMENT OF EDUCATION

861687

RECOMMENDED ELIGIBILITY CRITERIA
FOR STUDENTS WHO ARE:

June 18, 1986

MENTALLY HANDICAPPED



LEGISLATIVE REFERENCE LIBRARY
645 State Office Building
Saint Paul, Minnesota 55155

DEFINITIONS

ADAPTIVE BEHAVIOR

is defined as the effectiveness or degree with which individuals meet the standards of personal independence and social responsibility expected for age and cultural group.

ADAPTIVE BEHAVIOR DOMAINS

Personal Independent Functioning -

refers to those behaviors needed by an individual to fulfill his/her own needs. Examples include mobility and motor functioning, personal hygiene and self care, domestic and household skills and personal safety.

Personal Social Functioning -

refers to appropriate personal, social and public behavior. Examples include recreation and leisure skills, interpersonal relationship skills, self-expression, communication skills and community responsibility (appropriate social/public behavior).

Functional Academic Competencies

refers to the learning and application of basic skills as related to daily living in home, school and community environments. Examples include use of language, receptive and expressive, and literacy skills.

Vocational/Occupational Competencies -

refers to skills needed by an individual to perform job and job related functions, examples include job seeking skills, appropriate attitudes and specific job performance skills.

CRITERION REFERENCED

refers to tests that measure a person's development of particular skills in terms of absolute levels of mastery. The principal objective of criterion-referenced tests is to assess the specific skills a pupil does and does not have and to relate the assessment to curricular content.

NORM - REFERENCED

refers to tests that measure and compare a person's performance to the performance of his or her peers. The emphasis is on the relative standing of individuals rather than on absolute mastery of content.

Locally Normed

refers to tests and measures that compare a person's performance to the performance of his or her peers within the same school district, cooperative or immediate community.

Nationally - Normed

refers to test instruments that compare a student's performance with a nationally representative peer group, e.g. age, grade level, sex, geographic region, ethnic and socio-economic status.

B. Moderate-Severe

- (1) Performance that falls below the 15%ile in two or more of the four following Adaptive Behavior Domains on a nationally-normed, technically adequate Adaptive Behavior instrument:

Personal/Independent Functioning
Personal/Social Functioning Functional
Academic Competencies
Vocational/Occupational Competencies

supported by written evidence drawn from two or more of the following sources:

documented, systematic observation (e.g., local norming systems)
checklists
classroom/work samples
interviews
sociometric measures
criterion referenced measures
educational history
medical history
and

- (2) significantly sub average intellectual functioning means IQ below $50 + 1$ Standard Error of Measurement (using instruments with a reliability coefficient of .90 or greater) on an intelligence test that is individually administered, standardized, nationally-normed and technically adequate.

IV. Qualifiers for service and placement

A. ASSESSMENT

1. ADAPTIVE BEHAVIOR

- a. Adaptive Behavior is the central theme and is indispensable in classification and placement decisions. (Reschly, 1985)
- b. The four domains represent the "concept" of Adaptive Behavior used in this criteria guideline. Concept refers to the major dimensions of the behavior as well as the settings in which they occur. (Reschly, 1985) These domains have been selected to provide direction for comprehensive assessment of adaptive behavior in consideration of age levels, cultural factors and settings and thus require multiple measures of Adaptive Behavior.

1.0 Age Levels

Deficits in Adaptive Behavior are evaluated in terms of developmental age:

...during infancy and early childhood, adaptive behavior deficits should be evaluated in relationship to sensory-motor skills, communication skills, self-help skills and socialization skills.

...during childhood and early adolescence, the focus is on the application of (a) basic academic skills in daily life activities, (b) appropriate reasoning and judgment in interacting with the environment, and (c) social skills.

...during late adolescence and adult life, adaptive behavior centers on vocational and social responsibilities and performances. (Grossman, 1983 p.25)

2.0 Linguistic, Social and Cultural Differences

Special care needs to be exercised in assessing of Adaptive Behavior with Culturally different students. Students who come from backgrounds in which literacy skills and functional academic skills are not emphasized or are not developed, and whose social and academic behavior may differ due to different cultural expectations may perform differently on adaptive behavior measures because of linguistic and cultural differences rather than the existence of a handicapping condition. Differences in the primary language and culture of the home and school need to be considered in Adaptive Behavior assessment and interpretation. Further discussion of this topic is contained in the handbook on assessment of Adaptive Behavior by Daniel Reschly.

3.0 Settings

Due to limitations in Adaptive Behavior measurement, e.g., differing perspectives of various judges and differences in various settings, it is necessary to consider several indices of Adaptive Behavior.

- c. Local norming systems, criterion-referenced and curriculum based measures are valuable sources of information for implementing these criteria.

2. INTELLECTUAL FUNCTIONING

a. Clinical Judgment

Every attempt should be made to administer a standardized test to handicapped children. Occasionally this is not possible. Children who are actively psychotic, severely cerebral palsied or significantly deficient in attention and motivation or unable to successfully and completely understand the language of the standardized test may prove to be untestable by this means. When this occurs further information from various sources should be gathered to substantiate clinical judgment for classification purposes.

b. The classification of a student as mentally handicapped is usually inappropriate:

(1) When there is a significant discrepancy between verbal and performance scale IQs with one of the scores substantially above the cut off of 75+ 1SEM (e.g., Limited English Proficient Students or those with sensory problems) or

(2) When a composite score is above 75+ 1SEM.

If one or both of these conditions exist, entrance criteria for other handicapping conditions should be considered.

B. CLASSIFICATION/PLACEMENT

1. Classification as Mild-Moderate or Moderate-Severe.

When the appropriateness of one or the other category is not clear, Adaptive Behavior data should be weighed heavily in the decision.

2. Level of Service is determined primarily by interpretation of Adaptive Behavior information rather than by terminology (label) associated with the handicapping condition.
3. It should not be assumed that classification automatically determines the type of placement that is appropriate.

C. EARLY CHILDHOOD

1. For children under the age of 7 testing instruments are less reliable and additional caution should be taken when classifying young children as mentally handicapped. Using the Early Childhood: Special Education criteria combined with adaptive behavior instruments and data should give adequate ability/functionality information for appropriate classification, placement and instruction. When diagnosis is difficult or uncertain the Early Childhood: Special Education criteria should be used.
2. While a child under the age of 7 may qualify for Early Childhood: Special Education using the criteria for Mentally Handicapped the child should be placed with age appropriate peers using one of the early childhood program alternatives (3525.2330).
3. A child age 4 or younger must be served in one of the Early Childhood: Special Education program alternatives by a Special Education: Early Childhood licensed teacher.

V. Significant change in program and Exit Criteria

The team (3525.2900) after reviewing data which is collected over a predetermined period of time to document academic and/or behavioral progress (observation, assessment results, reports, etc.) may propose:

1. A significant change which:
 - a. necessitates the addition of special education instruction and/or related services because the data demonstrates documented lack of progress in the achievement of IEP goals and objectives; or
 - b. allows the reduction of special education instruction and/or related services because the data demonstrates documented progress in the achievement of IEP goals and objectives, and demonstrates, during a predetermined trial period, the student's ability to function adequately with the reduced amount of special education and/or related services.
2. Exit (dismissal, termination, discontinuance) from special education:

when data documents that the student has achieved all IEP goals and objectives, and demonstrated, during a predetermined trial period, the ability to function in regular education programs without the provision of special education instructions and/or related services;
3. Graduation (termination):
 - a. when the student has completed a secondary program and meets local district graduation criteria.
 - b. Because graduation criteria for students classified as mentally handicapped are often different from those for non-handicapped age mates, districts must plan for the transition of these students to post secondary placements and services.
 - c. when the student exceeds school age; i.e. 21.

DEFINITIONS

ADAPTIVE BEHAVIOR

is defined as the effectiveness or degree with which individuals meet the standards of personal independence and social responsibility expected for age and cultural group.

ADAPTIVE BEHAVIOR DOMAINS

Personal Independent Functioning -

refers to those behaviors needed by an individual to fulfill his/her own needs. Examples include mobility and motor functioning, personal hygiene and self care, domestic and household skills and personal safety.

Personal Social Functioning -

refers to appropriate personal, social and public behavior. Examples include recreation and leisure skills, interpersonal relationship skills, self-expression, communication skills and community responsibility (appropriate social/public behavior).

Functional Academic Competencies

refers to the learning and application of basic skills as related to daily living in home, school and community environments. Examples include use of language, receptive and expressive, and literacy skills.

Vocational/Occupational Competencies -

refers to skills needed by an individual to perform job and job related functions, examples include job seeking skills, appropriate attitudes and specific job performance skills.

CRITERION REFERENCED

refers to tests that measure a person's development of particular skills in terms of absolute levels of mastery. The principal objective of criterion-referenced tests is to assess the specific skills a pupil does and does not have and to relate the assessment to curricular content.

NORM - REFERENCED

refers to tests that measure and compare a person's performance to the performance of his or her peers. The emphasis is on the relative standing of individuals rather than on absolute mastery of content.

Locally Normed

refers to tests and measures that compare a person's performance to the performance of his or her peers within the same school district, cooperative or immediate community.

Nationally - Normed

refers to test instruments that compare a student's performance with a nationally representative peer group, e.g. age, grade level, sex, geographic region, ethnic and socio-economic status.

PRIMARY LANGUAGE

refers to a language other than English which is the language normally used by the child or the language which is spoken in the child's home environment.

STANDARD ERROR OF MEASUREMENT

refers to an estimate of the amount of error that is likely with a specific obtained score. The standard error of measurement depends on the reliability and standard deviation of the test.

STANDARDIZED

refers to test instruments with written, uniform procedures for their administration, scoring and interpretation.

TECHNICALLY ADEQUATE

refers to test instruments for which the technical characteristics of reliability, validity and norms meet accepted standards, such as the Standards for Educational and Psychological Tests from the American Psychological Association (1974). (Salvia and Ysseldyke, 1985).

References

- Grossman, H.J. Classification in mental retardation 1983 revision.
Washington, D.C.: American Association on Mental
Deficiency, 1983.
- Nunnally, J.C. Educational measurement and evaluation
New York: McGraw Hill, 1964.
- Reschly, D.J. Best practices: adaptive behavior. In
A. Thomas & J. Grimes (Eds.) Best
practices in school psychology. Kent,
Ohio: NASP, 1985
- Salvia, J. and Ysseldyke, J.E.
Assessment in special and remedial education (3rd ed.)
Boston: Houghton Mifflin, 1985.
- Sattler, J. M. Assessment of children's intelligence and special
abilities (2nd ed.). Allyn and Bacon, 1982.